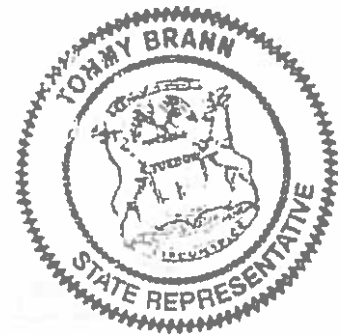




Draft Edition

# Michigan's Entrepreneurial Spirit



Sponsored by  
Tommy Brann

Entrepreneur, Restaurateur, and Philanthropist



# An Introduction to Entrepreneurship and Free Enterprise for Grades 6-8

~Business Planning Guide Included~

Ideal for supplementary classroom or after school programs

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## Foreword

**You can do it!**

**You can be an entrepreneur! With inspiration, idea, focus, hard work, and an understanding of how to build a business, you will be on your way to becoming an entrepreneur!**

I was not a youth of privilege. I was a "C" average student. Yes, I am a high school graduate but did not go to college. Instead, at 19 years old, I became the youngest restaurant owner in Michigan. My father gave me a loan to start my own business, but I had to pay him back. I am where I am today because I work hard and I found my passion and caught the entrepreneurial spirit!

In this guidebook, you will read about entrepreneurs that were average people like me and perhaps you. Then, because of their vision, determination, and passion for a better product /service and need to help others, they became above average.

Entrepreneurs participate in the Free Enterprise system. Free Enterprise is where people build a business to help support the individual and their family. It opens opportunity for everyone (including youth) in the marketplace. It supports our government, builds people into leaders, and supports equal rights for all.

Included in this guidebook are business concepts and a business plan for you to "build your own business" and get started as an entrepreneur. With these resources, and the adults around you to support you as you draft your own business plan, you too might find your passion and can catch the entrepreneurial spirit!

**You can do it! ~ Tommy Brann**





## Introduction

### Michigan's Entrepreneurial Spirit

#### Making Real-World Connections

Educational leaders across Michigan are acknowledging the beneficial and valued practice of the real-world connections project-based learning brings to student education. It gives all students a meaningful hands-on approach to learning, developing cross-curriculum skills, and the 21<sup>st</sup> Century competencies of critical thinking and problem solving, collaboration, creativity, and communication. The *Michigan's Entrepreneurial Spirit* program supports these strategies, engages and empowers students to become successful in school, and also gives them an opportunity to become an entrepreneur.

The *Michigan's Entrepreneurial Spirit* curriculum is designed as a supplementary middle school curriculum for classroom or after school programs. It supports the Michigan Middle School Curriculum: Social Studies Anchor State Standards, College and Career Readiness Standards for Reading/Writing, and the Career and Employability Skills Standards. (Grades 6-8)

The *Michigan's Entrepreneurial Spirit* curriculum gives students many opportunities to work collaboratively to think creatively, lead, solve problems, create, and to learn about some of Michigan's entrepreneurs. In addition, students will learn goal setting, as well as real-world employability and business skills. Activities covered in the program include review of effective practices of business owners, business basics, and ideas for youth business products and services.

In addition, students have an opportunity to prepare their own business plan complete with research, marketing, finance, and other important business development details.

The *Michigan's Entrepreneurial Spirit* activities were written to spark conversation and help youth learn about themselves as they think about some of the complex attributes of being an entrepreneur in the Free Enterprise market system.

This project-based program supports teachers and staff in their endeavors to create, connect, engage, and motivate their students to help them understand why education is important for their life, family, community, and future.

The *Michigan's Entrepreneurial Spirit* puts all the pieces together in a readable and practical format with age appropriate business strategies to help guide youth to a better understanding of the Free Enterprise system. In experiencing real-world connections and learning by actually doing, students will have to opportunity to experience "Michigan's Entrepreneurial Spirit".



## Chapter 1- Business Vocabulary

### Entrepreneur

#### What is an entrepreneur?

An **entrepreneur** is someone who takes the risk to develop a new product or to start a new business.

An **entrepreneur** sees an opportunity, makes a plan, starts the business, manages the business, and hopefully, receives the profits.

#### Entrepreneur:

(From the French *entreprendre*- 'to undertake')

"one who organizes, manages, and assumes the risk of starting a new business or introduces a new service or good to the marketplace in the hope of earning a profit"

- Webster's Dictionary



What is your idea?



### Be An Entrepreneur

What is your passion?

What is your talent?

What do you like to do?

Dog Walking?



Crafts?



Yard Care?







## Chapter 1- Business Vocabulary

### **Entrepreneurship:**

"the process of designing, launching, and running a new business. i.e. startup company offering a product, process, or service."

"the capacity and willingness to develop, organize, and manage a business venture along with any of its risks in order to make a profit."

" the quality or condition of being an entrepreneur of a small business venture. "

" the duration of a person's working as an entrepreneur."

### **Free Enterprise:**

"an economic system in which private business operates in competition and largely free of state control. "

" freedom of private business to organize and operate for profit in a competitive system without interference by government beyond regulation necessary to protect public interest and keep national economy in balance. "

# FREE ENTERPRISE



## Chapter 1- Business Vocabulary

### Goods and Services

**Directions:** In the blanks below, write in examples for “goods” and examples for “services.”

**Goods-** A good is a product or object that is sold to satisfy the wants or needs of a consumer.

**Services-** A service is an action or work done for someone else.

There are two kinds of businesses: Businesses that make and sell products, and businesses that provide a service. Below are logos of some businesses. Discuss with a partner, which ones fall into which category.





## Chapter 1 - Business Vocabulary

**Market Economy**- A market economy includes resources that are owned and controlled by individuals. The transactions are driven by supply and demand. People exchange money for goods or services.

The value of the goods or services exchanged is based upon how scarce the resource is, how good it is, and how many people want the resource.

Write the equation:

If the supply is low and the demand is high, the price will likely be high.

low supply + high demand = high price

If the supply is high and the demand is low, the price will likely be low.

Write the equation:

low demand + high supply = low price



**MARKET ECONOMY:**  
individual or consumer based  
economic system that relies on  
the consumption choices of  
consumers.



## Chapter 1- Business Vocabulary

- **Business Plan-** A formal statement of business goals, the reasons they are attainable, and your plans for reaching them. It may also contain background information about the organization or team attempting to reach those goals. Discuss.



Even the best ideas need some practical groundwork to succeed. Your focus here should be less on the “what” and more on the “hows,” “wheres,” and “whens.” That is where your personal business plan comes in handy! You will make your own business plan in a little while!



## Chapter 1- Business Vocabulary

### Business Finance:

- **Revenue-** Money a company receives from selling a product or service. (Sales)
- **Salary-** Money paid to an employee for the work they do for the company.
- **Break-Even Point-** This is the point when the revenue received equals the costs of running the business.
- **Break-Even Analysis-** An examination that determines the break-even point.
- **Margin of Safety-** How much a sales level can fall before a business reaches its break-even point.
- **Accounting Period-** A span of time set by a business to allow review of its expenses and its profits.

**Cash Flow-** The difference between the available cash at the beginning of the **accounting period** and at the end of the accounting period.

Cash comes in from sales, investments, and sold assets. Cash goes out to pay for the cost of operating, purchase of materials to build or manufacture, loans or money owed to others, and the purchase of assets to build the business.

Tips so you will not have a **cash flow** problem:



1. **Get invoices out ON time:** If you have a service business, you are not going to be paid if you don't send out the invoices. Do it at the same time every month so your customers will know when the bill will be coming.
2. **Keep track of finances:** Double check who has paid and keep track on a balance sheet.
3. **Expenses:** Shop for sales on the materials you need to make your product. Saving on quality materials is good business and will keep your expenses low, allowing for more **cash flow** in.



## Chapter 1- Business Vocabulary



### INNOVATION



#### Innovation:

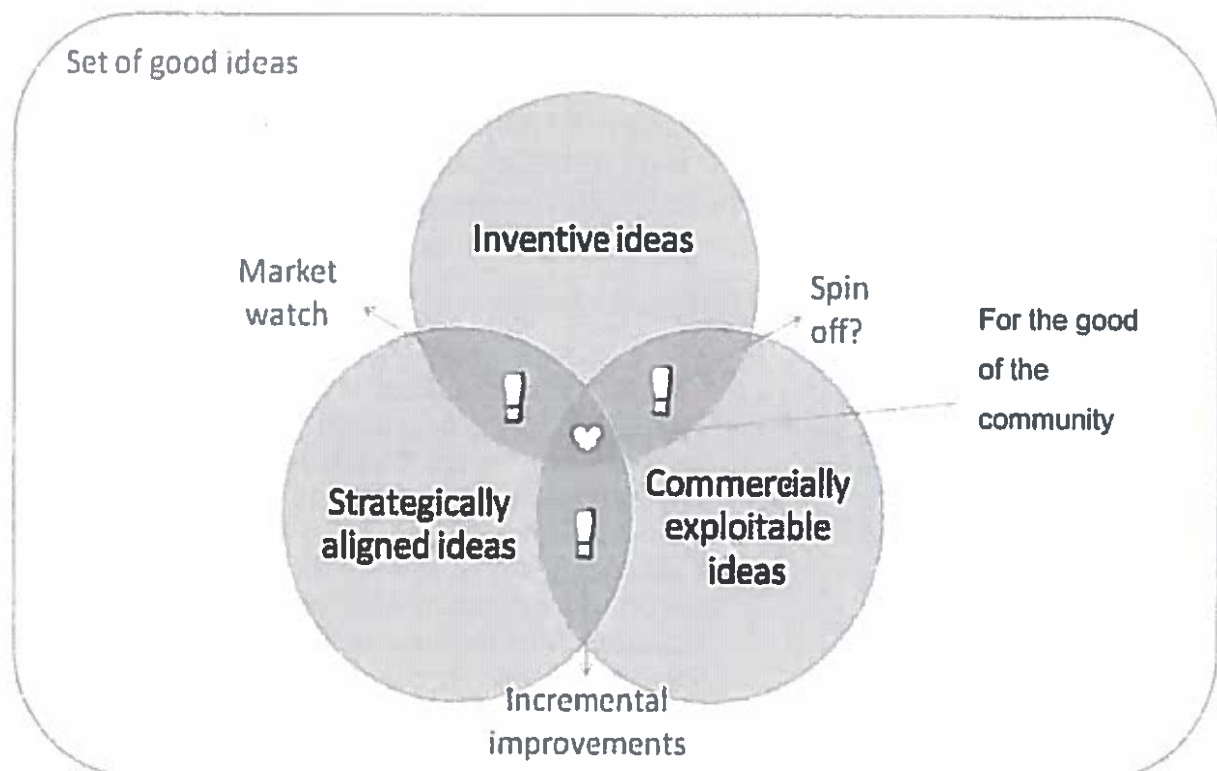
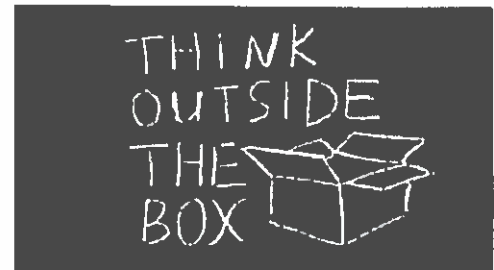
"A new idea, device, or method"

"The act or process of introducing new ideas, devices, or methods"

"The introduction of something new"

"Evolutionary innovations are brought about by advances in technology or processes"

"Innovation is synonymous with risk-taking because they create new markets"





## Chapter 1- Business Vocabulary

### What is a Franchise Business?

Interested in a  
**FRANCHISE**  
OPPORTUNITY?

A franchise business is a business in which the business owner or “franchisor,” sells the rights to the business name, logo, and model to a third party or entrepreneur. A franchisor can also sell the way the business is managed. There are many different types of franchises. Some can be located in a mall or retail outlet. Others, like service franchises, are mobile and come to homes to deliver a specialty service that the homeowner needs. For example, they can maintain a customer’s yard or assist elderly or sick patients with their needs.

There are many opportunities to own a franchise with a successful business model across a wide variety of food and service industries. Before investing in a franchise, one should work in the franchise to make sure that is a good fit.

To invest in a franchise, the “franchisee” (owner of the franchise) must first pay an initial fee for the rights to the business, training, and the equipment required by that particular franchise. Once the business begins operating, the franchisee will generally pay the franchisor an ongoing royalty payment, either on a monthly, quarterly, or annual basis.

After the contract and negotiations are finalized, the franchisee will open a replica of the franchisee business under the direction of the franchisor.

Pro: Already established name brand and business model. Support from franchisor.

Con: Less control over business, and the cost of initial payment as well as the ongoing cost of the franchise.





## Chapter 1- Business Vocabulary

### Independent Direct Sales Distributor

There is a business model called “**Direct Sales**” where the process of selling products is face-to-face away from a retail store location. Many times this is done through in-home shopping parties, presentations, market or craft shows, and catalog sales. For a fee, companies give the “consultant” a starter kit that includes everything that you need to start your business.

Many times your first prospects and buyers will be friends, family, or other people you know. Then you can build your customer base by getting referrals and marketing your business. Some **direct sales** companies will even give you a few leads to get started.

As a sales consultant, you will be paid a commission for each product that you sell. Some direct sales companies will also pay you a commission on products sales from consultants who you referred into the program.

The benefits of a **direct sales** business include the quality of the name recognition, value of well-established and proven market tested products, and appropriate sales history.

There are many categories of products to choose from: jewelry, food, candles, books, kitchen supplies, magazines, candy, toys, pet products, and more.

**\*\*If you are interested in having a direct sales business you do have to be at least 18 years old. Perhaps you have an adult in your life that might sponsor and work together with you in this endeavor.**







## Chapter 2- Michigan Entrepreneurs

### 1. **Henry Ford** ( 1863-1947) Founder Ford Motor Company™

Henry Ford grew up on farm in eastern Michigan. He held many patents on automotive mechanisms. He is best remembered for helping devise the factory assembly approach to production that revolutionized the auto industry by greatly reducing the time required to assemble a car. He notably invented an automobile called the *Model T*.

Ford was a true entrepreneur. He realized he would need a more efficient way to mass produce cars in order to lower the price. He looked at other industries and found four principles that would further this goal: interchangeable parts, continuous flow, division of labor, and reducing wasted effort.

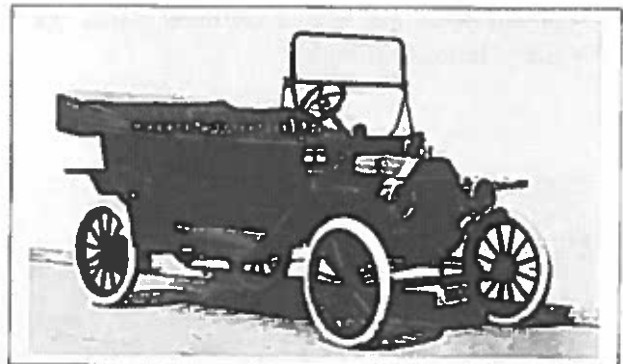
Ford put these principles into play gradually over five years, fine-tuning and testing as he went along. In 1913, they came together in the first moving assembly line ever used for large-scale manufacturing. Ford produced cars at a record-breaking rate. Ford's manufacturing principles were adopted by countless other industries. The process was revolutionary.

By 1918, half of all cars in America were Model T's and The Ford Motor Company was putting Detroit, Michigan on the map as the Motor City USA.

Ford turned the day-to-day running of his company over to his son in 1918, but he continued making the final decisions. By 1927, the Ford Motor Company had added another car, the *Model A*.



Henry Ford



Model A





## Chapter 2- Michigan Entrepreneurs

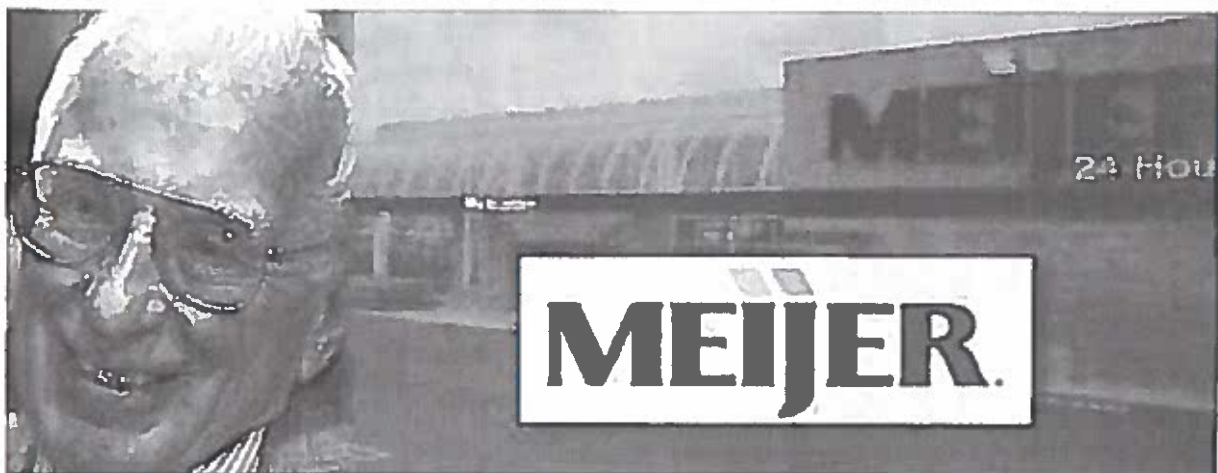
### 2. **Frederik (Fred) Meijer** (1919-2011) Founder Meijer™ Grand Rapids, MI

Fred Meijer grew up in Greenville, a small town just north of Grand Rapids, Michigan. He worked on his father's farm and in his small grocery store. At fourteen, Fred began delivering milk door-to-door by horse-drawn wagon. He wanted to go to college, but gave up the dream to help run the store when he and his father opened a second store in another town. He married Lena who helped him make significant contributions to the community through the business and through their giving.

It was Fred's idea to combine a grocery store with a general merchandise discount store to create a so-called "superstore." He called it Meijer's Thrifty Acres. The chain of stores grew throughout the 1960's to 1980's. In fact, it became so popular that Sam Walton, founder of Wal-Mart, wanted to buy the Meijer chain of stores. However, Fred refused to take Sam's calls because he was not interested in selling the business he had worked so hard to create.

Now, Meijer has over 200 superstores and thousands of employees in Michigan, Illinois, Indiana, Kentucky, and Ohio. The Meijer sons and their families now manage the corporation.

During their lives, Fred and Lena volunteered their time and money toward a number of community organizations to help others in need. Their foundation continues this legacy and supports hospitals, Meijer Gardens, parks, trails, public education, museums, and the Grand Valley Honors College.





## Chapter 2- Michigan Entrepreneurs

### 3. **Rich DeVos** 1926- Present / **Jay VanAndel** 1924-2004 Founders Amway™ Ada, MI

In 1959, friends Rich DeVos and Jay VanAndel from Ada, Michigan were young entrepreneurs who wanted to have a business of their own. When they were young, VanAndel and DeVos sold cleaning products door-to-door. In 1959, the “American Way Association” began in the basements of the VanAndel and DeVos homes, and later that year “Amway Sales Corporation” was formed. A converted service station became Amway’s first outside office building in 1960.

They grew their business of cleaning, cosmetic, personal, and nutritional products into a worldwide multi-billion dollar business. Amway sells its products through personal distributors who sign up with a team to create a sales force around the world. They sell directly to their customers and do not sell in stores. This gives distributors opportunities to become entrepreneurs and owners of their own business. Now, the DeVos and VanAndel children and their families run Amway.

Both DeVos and VanAndel have given back to their communities and are interested in leaving a positive mark on the city of Grand Rapids, Michigan. Their names appear on landmarks throughout the city. VanAndel foundation provides funds for a public museum, sports arena, and world class medical research and educational institute. DeVos’s legacy, too, supports hospitals, colleges and universities, arts organizations, and other educational causes.





## Chapter 2- Michigan Entrepreneurs

### 4. **Mary Ellen Sheets, (1940- Present ) Founder** **TWO MEN AND A TRUCK \* Lansing, MI**

Over the course of 25 years, Mary Ellen Sheets has taken her sons' small moving business and driven it to become an international corporation with more than 1,900 trucks and 300 locations worldwide. The business began with just her two sons, Brig and Jon Sorber. But after they left for college, the business continued to receive numerous requests so Sheets decided to take it over. She purchased an old moving truck for \$350 – the only money she ever invested in the company – and hired two movers. The business grew steadily and Sheets' entrepreneurial spirit became well known in the Lansing area. Eventually, she quit her state government job (foregoing her retirement) to put 100% of her time into her thriving moving business. She awarded the first franchise to her daughter, Melanie Bergeron, a year later. It was located in Atlanta, GA.

By 1989, Sheets had developed the business into the first and only local moving franchise in the country. In 2015, TWO MEN AND A TRUCK®/INTERNATIONAL, Inc.'s annual revenue was more than \$400 million.

Sheets considers herself fortunate to have all three children actively involved in running the company. Brig Sorber is currently CEO. Melanie Bergeron acts as chair of the board of directors. Jon Sorber is executive vice president.

"When I look back, I can't believe this all happened," she says. "I am in shock and so grateful. I definitely think this is the American dream. We live in a wonderful country."

Entrepreneurs may purchase a TWO MEN AND A TRUCK franchise. Check it out at:  
<https://twomenandatruck.com/about-us/executive-profiles/mary-ellen-sheets>.

- TWO MEN AND A TRUCK is the first and largest franchised moving company in the United States.



**TWO MEN  
AND A  
TRUCK.**

**"Movers Who Care."**



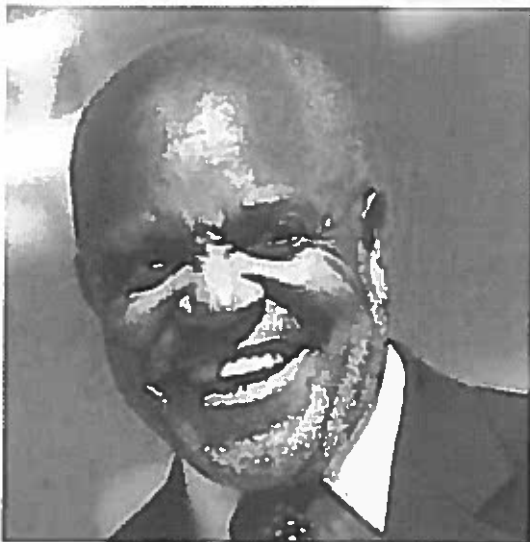
## Chapter 2- Michigan Entrepreneurs

### **5. Berry Gordy Jr., (1929-Present) Founder** **Motown Records Detroit, MI**

Berry Gordy was born in Detroit, Michigan in 1929 as the seventh of eight children. He came from a hard-working family, which taught him the importance of hard work early on in his life. He loved music, and even though he struggled in school, he was ambitious and driven. By the time he was 20, he had become a professional boxer. Although he was good at boxing, his true passion was music so he eventually turned to songwriting. After joining the army and obtaining his education, he opened a music store. Unfortunately, it failed. But this did not discourage Mr. Gordy. He took a job at an automobile manufacturing assembly plant and by the age of 27, was able to dedicate himself once again to the music business. He wrote songs, he managed singing artists, and then in 1960 he incorporated the company: Motown Record Corporation.

He and his friend, Smokey Robinson, decided to start handling the national distribution of their records for the groups he signed including: Smokey Robinson and the Miracles, The Supremes, and The Jackson Five. During the 60's, Motown became the largest black-owned company in America.

Berry Gordy was inducted into the Rock and Roll Hall of Fame in 1988. In Detroit, his home is a museum about Motown. Gordy sold Motown Records to the MCA in 1988 for 61 million dollars. He still owns the rights to several hits. Motown music is beloved by people of all ages from around the globe. He continues to help other musicians meet their goals by supporting the Rhythm and Blues Foundation.





## Chapter 2- Michigan Entrepreneurs

### **6. Bing Goei, (1948 - Present ) CEO** Eastern Floral Grand Rapids, MI

Born in Indonesia, Bing Goei came to Grand Rapids, Michigan in 1960 with his family. With hard work and dedication, he built Eastern Floral and successfully established seven locations that employ 60 year-round employees and bring in more than five million dollars in annual revenue.

Besides running his successful business, Bing is a passionate advocate of diversity and entrepreneurship. He created a program at the Goei Center called the International Center for Entrepreneurial Excellence, which is a business incubator that offers low cost space to young people, minorities, and women who want to be entrepreneurs in Grand Rapids.

Bing received many awards and much recognition for his achievements as an outstanding entrepreneur and executive. He is also proud to receive recognition as an Asian American entrepreneur.

In his spare time, Bing is very involved in the community and State, and has served in many organizations. In 2014, he was appointed by the Michigan Governor as the Director of the Michigan Office for New Americans. The office assists in coordinating existing services to immigrants and facilitating partnerships with non-profits, foundations, and the private sector to help train, educate, and improve the quality of life for immigrants. He advocates for entrepreneurs and diversity in business.



EasternFloral





## Chapter 2- Michigan Entrepreneurs

### 7. Darrell “Ted” Thompson, (1930 - Present ) Co-Founder X-Rite Corporation, Grandville, MI

Ted Thompson is an engineer, inventor, entrepreneur, and philanthropist. He had already created several inventions for his employer, Lear Siegler, Inc., before he even began his own business. One day, in 1957, his wife, who was nurse in a local hospital, came home from work and said, “It sure would be nice if we could write the patient’s name on their x-ray.” And that’s how x-ray tape was born, and how the new company X-Rite got its name. But he didn’t stop there; x-ray tape was to become the first of many successful X-Rite products.

Since then, the company has become a leading provider of color measurement solutions that use hardware, software, and other services for the verification using color. The company serves a broad range of industries, including graphic arts, digital imaging, industrial and retail color matching. The company remains the leader in color measurement, continuing to stay on top of the rise of new medical and 3-D measurement technologies.

From Ted Thompson’s garage business and \$400.00, X-Rite has grown into a global company with 18 offices throughout Europe, Asia, and the American markets serving customers in over 80 countries.

Ted retired from X-Rite in 2004 at the age of 72. He supports many community organizations including the restoration of the Byron Center Museum & Historical Society building. He also developed the Darrell T. Thompson Fellowship Fund at his alma mater, Aquinas College. It is a scholarship fund for students advancing their knowledge in science during the summer.

In his spare time, Ted continues to invent and assist others in their dream of starting their own businesses.



The next time you need a custom color of paint mixed at the hardware store, thank X-Rite for their innovative technology product that helps match and create the EXACT color you want.





## ~How Do Entrepreneurs Benefit Society?

**Entrepreneur Action Activity:** Discuss with partners, small group, or whole group. Take notes on following page.

*Discussion notes:*

- **Increase employment (which expands economic opportunities for individuals)**
- **Increase competition (which lowers prices and increases choices)**
- **Increase economic growth (which encourages new methods & technologies)**
- **Encourage innovation through example and expertise of own business success**







## Chapter 2- Michigan Entrepreneurs

# ~How Do Entrepreneurs Benefit Society?

*Discussion notes:*



## Chapter 2- Michigan Entrepreneurs

**Entrepreneur Action Activity: Choose and read about one of the Michigan entrepreneurs listed in Pages 17-23.**

**A. List five significant facts you learned about this person. Choose facts that are important in the person's life that you found interesting.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

**B. What significant challenge did your entrepreneur experience?**

\_\_\_\_\_

\_\_\_\_\_

**C. How did the entrepreneur overcome the challenge?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Chapter 2- Michigan Entrepreneurs

**Entrepreneur Action Activity: Choose and read about one of the Michigan entrepreneurs listed in Pages 17-23.**

What are three things that made this person important?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**E. Facts about how this person contributed to his/her field of speciality.**

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**F. The part of this person's life you admire the most and why you think so.**

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**G. Do you have any real-life connection to the business connected to this entrepreneur? How? ( shop at Meijer, family owns a Ford, etc.)**

---

---



## Chapter 2- Michigan Entrepreneurs

*Notes:*



## Chapter 2- Michigan Entrepreneurs

*Notes:*



## Chapter 3- Action Activities



### Short-term Goals

Directions: A short-term goal is something you want to do and accomplish in the near future. The near future can mean today, this week, this month or even this year. Short-term goals can help you make big changes. Short-term goals can help you manage your time, become a better student, complete projects, or change something. Work together with a partner and brainstorm something “very practical” that the youth can accomplish as a short-term goal. Fill in these short-term goals to help you think of your own.

1. I wish I could be better at \_\_\_\_\_
2. I want to study better by \_\_\_\_\_
3. I want to learn to take better notes by \_\_\_\_\_
4. I will try to be more friendly to others by \_\_\_\_\_
5. I want to raise my grade in \_\_\_\_\_
6. I will help more at home by \_\_\_\_\_
7. The short-term goal I picked is to: \_\_\_\_\_
8. I want to achieve my short-goal because: \_\_\_\_\_  
\_\_\_\_\_
9. I will need these things to help me accomplish my short-term goal: \_\_\_\_\_  
\_\_\_\_\_
10. The timeline for my short-term goal: \_\_\_\_\_  
\_\_\_\_\_
11. What else I need to know to be successful for my short-term goal : \_\_\_\_\_  
\_\_\_\_\_
12. Who do I need to help me accomplish my short-term goal: \_\_\_\_\_
13. How did I do: \_\_\_\_\_



## Chapter 3- Action Activities



### Long-term Goals

A long-term goal is something you want to do and accomplish over a longer period of time. Long-term goals often are the most meaningful and important goals. One problem, however, is that the achievement of these goals is usually far into the future and as a result, it is hard to stay focused or maintain a positive attitude while working toward that goal. That is why it is important to practice and work together with a mentor on a long-term goal.

**Directions:** Work together and brainstorm something “very practical” that the youth can accomplish as a long-term goal. Fill in these long-term goals to help you think of your own.

1. I would like to help \_\_\_\_\_
2. I would like to save money for \_\_\_\_\_
3. I would like to get a job \_\_\_\_\_
4. I want to raise my grade in \_\_\_\_\_
5. I \_\_\_\_\_
6. I \_\_\_\_\_
7. The long-term goal I picked is to: \_\_\_\_\_
8. I want to achieve my long-term goal because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Who will help me with my long-term goal and how: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. I will need these things to help me accomplish my long-term goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. The timeline for my long-term goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What else I need to know to be successful in my long-term goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Chapter 3- Action Activities



### Set Your Goals

What are your goals for this month? This year? What changes do you want to see happen for your attendance, grades, relationships, or something else at school? What can you do to help out more around the house? My goals are for:

Home: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I want to achieve my goal for home because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I want to achieve my goal for school because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who could help me with my home goal and how: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who could help me with my school goal and how: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will need these things to help me accomplish my goal for home: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will need these things to help me accomplish my goal for school: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How I will get the things I need to help me accomplish my goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

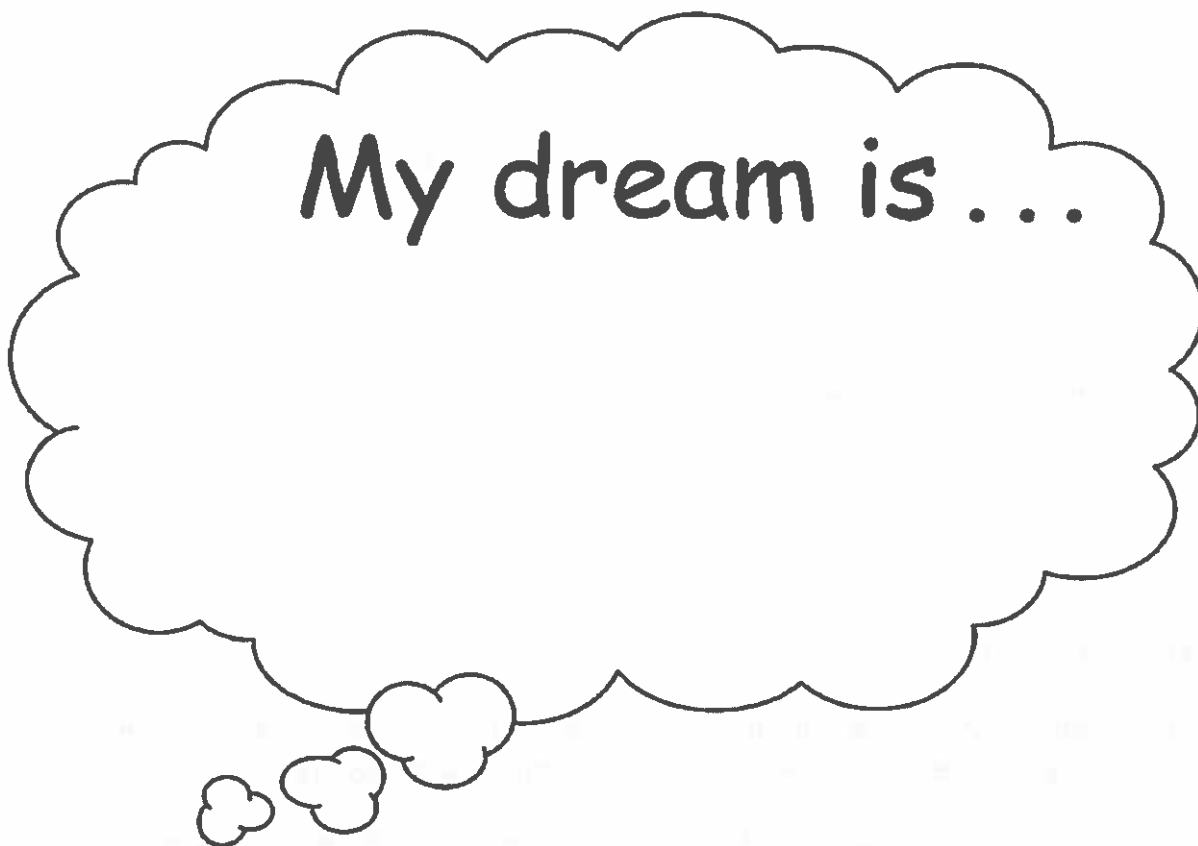




## Chapter 3- Action Activities

*Focus: Career Awareness, Self Esteem, The Value of Education*

*If you could grow up to do something special or be something special, what would it be? This is your dream. Don't worry about money to get you there, or education, or time or permission. What would you do for a career? Talk it over with your partner. Write it in this "My dream is..." bubble.*



How old are you? \_\_\_\_\_

Now, what is holding you back? What are you going to do about it? Who can help you?

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## Chapter 3- Action Activities

### Quiz Yourself:

- What is it called when your business is making money? (Profit)
- What is it called when your business is losing money? (Loss)
- In a business, what are the electricity, phone, shipping, and packaging (etc.) costs called? (Expenses)

### Mission Statement:

Many companies have a brief mission statement (usually 30 words or fewer) explaining why they exist and what their guiding principles are.

What is your school's Mission Statement? Write it here. Discuss it together.

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## Chapter 3- Action Activities

**Market Research** – No matter how good your product and your service, the venture cannot succeed without effective marketing.

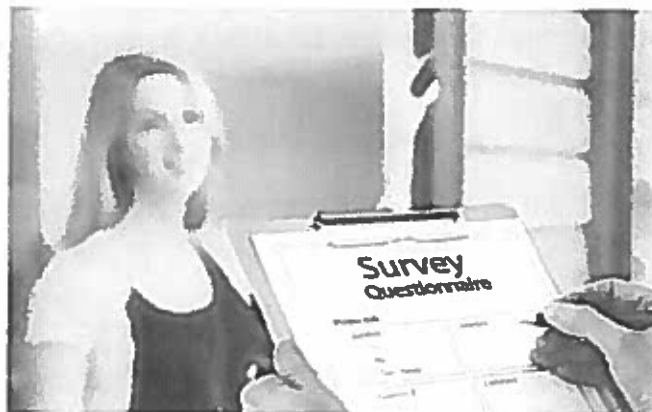
- This begins with careful, systematic research. It is dangerous to assume that you already know about your intended market. You need to do market research to make sure your business is on track. This time doing research will be time well spent.

There are two kinds of market research: primary and secondary.

- **Primary** research means gathering your own data. For example, you could take a survey from people you meet to see if they need your product or service. You could ask them what type of product or service they like or need. Go to a Farmer's Market or a sporting event and have people sample your product or survey people there about your service. Get honest feedback. Keep a record of your information.
- **Secondary** research means using published information such as newspapers or community magazines. You could also get information from resources like public libraries that will help you collect information on other business that are similar to yours. (This is good information for services like pet sitting, house sitting, or grounds keeping businesses.)

**\*\* Success Equals = Doing marketing research early in your business planning stages.**

from  
answers  
to  
action





## Profit Equation Worksheet

### Revenue – Expenses = Profit (or Loss)

A team decided to sell bumper stickers as a fund-raiser. Following are the estimates of the expenses and income for their fund-raiser.

- Expense of \$20 for printing and mailing flyers to advertise about the fund-raiser
- Expense of \$1 per bumper sticker

- + Income of \$30 from a generous parent
- + Income of \$2 per bumper sticker sold.

a. Determine how much income the Team would get from selling 100 bumper stickers.

a. Write an expression for income based on  $x$  number of bumper stickers sold.

b. Determine how much expense the Team would have from selling 100 bumper stickers.

c. Write an expression for expenses based on  $x$  number of bumper stickers sold.

d. What is the profit for selling 100 bumper stickers? Remember that Profit = (Income) – (Expenses).

e. Write an equation for Profit using your expressions in parts a and c above. Remember that Profit = (Income) – (Expenses).

f. Use your equation from part e to find the profit for selling 100 bumper stickers.





### Chapter 3- Action Activities

## Revenue- Expenses= Profit (or Loss)

What are some ways a business can earn revenue?



What are some expenses a business might have?



# Taxes for Business

Oliver Wendell Holmes, Jr. was a United States Supreme Court Justice from 1902-1932. He once said, "Taxes are what we pay for a civilized society."



He was correct. When we pay taxes, the money collected goes to pay for many of the things in our society that keep us safe, healthy, and educated.

Below is a list of services that taxes pay for. Instructor, brainstorm with your students how these services benefit them and their families:

- \* Police and Fire Departments:
- \* Education:
- \* National Defense:
- \* Health Care including Medicare and Medicaid:
- \* Veteran' Benefits:

It is important for business owners to have good organization and accounting skills in order to pay their fair share of taxes, but overpayment of taxes is not a good business practice. Many business owners hire professional accounting firms familiar with the tax laws to help minimize the amount of taxes the business pays.





# Taxes for Corporations

A corporation is a separate legal entity from its owners or **shareholders**. Therefore, the company is taxed on all profits that cannot be deducted as business expenses. **Retained earnings** are money left over after paying expenses and taxes. This money is kept to provide business growth and goes to things like purchasing new machinery or hiring new employees that will improve profitability. The profits that are then distributed to the shareholders are called **dividends**.

Corporate Vocabulary Review:

After expenses- \_\_\_\_\_

Owners - \_\_\_\_\_

Profits distributed- \_\_\_\_\_

The taxes corporations pay to the federal, state, county, and either city or township governments include:

\*Corporate Tax \* Property Tax: For property owned\* Excise Tax: on Fuel, purchases of trucks etc. \* Gross Receipts: Revenue of the business \* Business Income Tax\* Sales Tax \* Payroll Tax \*Social Security \* Medicare \* Corporate Tax\* Unemployment Tax \*

Taxpayers fill out forms when they pay taxes. As individuals, we take deductions. Your parents take you as an expense deduction because you are their dependent.

Corporations do the same thing. However, they have MANY tax forms and hundreds if not thousands of deductions multiplied by the number of their employees.

The kinds of deductions corporations may deduct from their taxes include: Employee Fringe Benefits (Insurance, retirement, vacations, business transportation etc. ) \* Research and Development costs, Depreciation of buildings and equipment, Interest payments, Professional Services, Advertising, Operating Expenses, Equipment, and Travel expenses.

Interestingly, the State of Michigan has given corporations tax credits, write-offs, and other deductions from their taxes as an incentive to have businesses come and stay in Michigan. This helps to bring and retain jobs. Additional businesses supply products, goods, and services to support corporations, which help grow and support businesses, communities, and families.





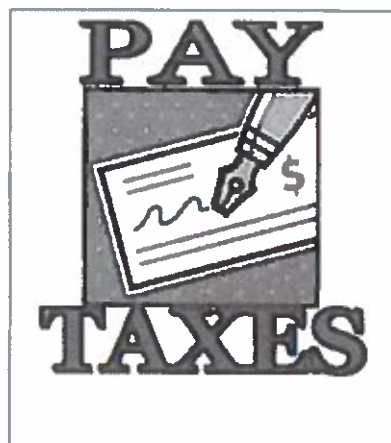
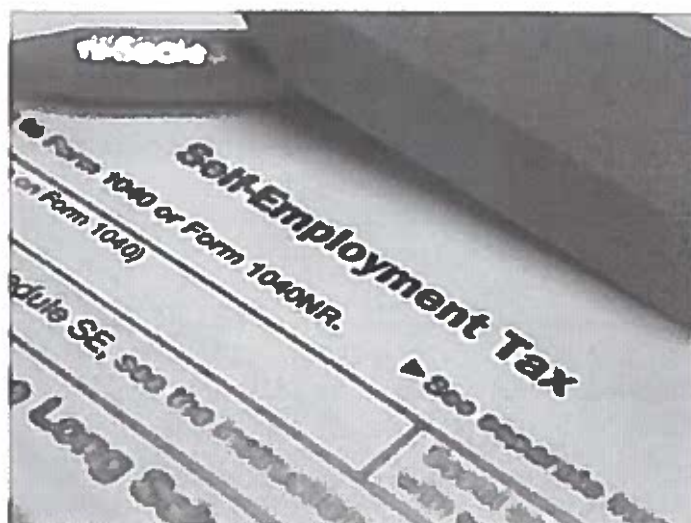
## Taxes for Youth in Business

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*"Do I have to pay taxes if I earn money in my business?"*

The simple answer is ...YES ....

- \*You are self-employed.
- \*Keep good records of your expenses and sales.
- \* You will file your own tax return.
- \*Talk to your parent to help you with your business decisions.
- \* Talk to a professional tax preparer to discuss your own situation. He or she will instruct you on how to correctly file your own personal tax return.







## Chapter 4- Business Basics

### Practices of Effective Business Owners Meeting Customers and Clients

Make a good impression and start your business relationships in the right way by making a good impression by putting your “Best Foot Forward”.

“HOW?” you ask?

How do you put your best foot forward? You already know how: dress well, be on your best behavior, use your manners, and shake hands when you greet someone. Don't forget to: listen, interact, use eye contact, tell about yourself, answer questions honestly, be polite, and **BE YOURSELF!**

Make a good impression.  
Every time you meet your  
customers:

Put your **BEST FOOT  
FORWARD!**



#### Here is a tip:

#### **Firm Hand Shake** (Practice shaking hands with a partner)

No one likes to shake hands with a person that has a “wimpy-lifeless-meaningless-fishy” hand shake! It sends a message that a person has no self-confidence or does not give any importance to the meeting-taking place. Please look the person you are shaking hands with **IN THE EYE!**





### Practices of Effective Business Owners

#### BE: POLITE

- Responsible- If you own a business, you **MUST** now act accordingly! That means you must take responsibility for your actions. If you don't know what to do, ask an adult for some guidance.
- Taken Seriously- Dress Appropriately- Be clean- hands, hair, clothes, and shoes. Wear clothes that say, "I take my business seriously". (You want to make a good impression, and make money, right.)
- Thoughtful- Be kind. Do little things for your customers, they will remember them and come back to you. (Business with Products- package carefully, give-a-way samples or stickers; Business with Service- do a little more than they asked, send a note saying you are looking forward to the next time helping them out.)
- Pleasant- Smile and act like you are having fun and enjoy what you are doing.
- Courteous -Please remember to say, "Thank you" **EVERY** time you say "Good-bye" to your customers whether they purchase from you **THIS TIME** or not.
- On Time- If you say you are going to be somewhere at a certain time...**BE THERE!** Make sure you have your transportation all set before you make the time commitment.



- Respectful – Business with Service: Respect others property: take care of their belongings and treat them with care. If you make a mistake, tell them and offer to correct it. Most times, if you are honest, they will overlook the problem. Honesty is always the best policy.



## Practices of Effective Business Owners

### BE: RESILIENT!

Resiliency is toughness and the capacity to recover or bounce back quickly from setbacks.

Life and business is full of setbacks, disappointments, difficulties, and discouragements. Entrepreneurs need resiliency and determination to get back up, when an obstacle arises to keep them from becoming successful. Entrepreneurs need to KEEP TRYING, NOT GIVE UP, and have a team around them to help!

Remember- Say it – Write it!!!

I have talents and abilities to succeed.

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I will bounce back and improve.

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I see myself reaching my goals.

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### Practices of Effective Business Owners

#### BE: POSITIVE

- Optimistic: Entrepreneurs are a model of optimism- thinking of a better world and working to make it happen. Add this positive outlook to your thoughts about your business and look forward to sharing your product or service with others!
- Self-confident: Believing in yourself and your abilities is the cornerstone for a successful life. Entrepreneurship is all about having faith in your ideas, making choices, and learning from experiences.
- Passionate: Having a passionate focus is a key element in the success of an entrepreneurial endeavor. To be truly successful, you really have to like what you are doing, what you are making, what you are selling, or who you are helping. If your “heart” isn’t into it, change and find what it is you like to do and do that!
- A Planner: Complete a business plan! Completing a business plan is an important step in becoming an entrepreneur. You are able to eliminate many problems before they arise! (Your plan will include: Find your passion, who can help you, make lists, describe your product, and MANY other helpful concepts that will help you! )





## Chapter 4- Business Basics

### BE: An Entrepreneur!



This is the time for you to be the entrepreneur!

Brainstorm ideas for a small business that you would like to start up. Think about what you like to do, things that interest you, and what you like doing for other people. Jot those things down in this space.



There are some ideas on the next two pages of this guide. Look at those suggestions and think about what you would like to do!





## Chapter 4- Business Basics



### Product-Based Business Ideas

If you are creative, like to make things, and have an eye for fashion or interesting details, making a product might be in your future if you do your market research. Here are just a few ideas.

Make sure you know HOW you are going to PAY for the supplies to make your first products!

\*Jewelry making- Friendship bracelets, bottle cap necklaces, zipper pulls- What do kids like?

\* Making Key chains - There are over 250 million registered vehicles in the USA. What kind of key chain is cool?

\* Making cat toys

\* Bake sale- Cookies, brownies, pet treats, cake pops, muffins, cupcakes, you name it!!

\* Baking Cookies around the Holidays- Parents always run out of time around the holidays. Sell holiday favorites by the dozen.

\* Making hair accessories for babies. Bows, headbands, etc. Don't forget the Velcro! Go to the baby department and check it out!

\*Making dishes for special occasions- Use white dinnerware, mugs, or pet dishes. Clean dishes. Use Sharpies to print, stencil, or color the message or picture. Bake in oven at 350\* for 30 minutes. Leave in oven until cooled. (Pet bowls, mugs, cookie plates, cereal bowls)

\* Making Holiday ornaments- out of natural materials. Collect natural materials like pinecones, moss, and sticks. With ribbon, berries and other materials you purchase at craft stores make beautiful holiday ornaments and centerpieces.



### Service-Based Business Ideas

Service businesses are on the rise as lives become busier. Consider your time, talents, and interests then do market research in your neighborhood and community to see if any of your choices are viable business ventures !

- \*Dog walking- while busy people are working
- \* Pet Sitting- while people are vacationing or away over night
- \* Car Vacuuming and Detailing
- \*Vacation House Sitting - bring in the mail, water plants inside and out, change lighting, give owners peace of mind, etc.
- \* Yard Work- leaf raking, flowerbed weeding, shoveling snow, etc.
- \* Assisting Adult Customer with project- lifting, cleaning, etc.
- \*Baby/Kid Sitting - Check your Red Cross or Community Recreation Department for Child Care Classes and CPR training.
- \*Music practice buddy- if you have experience with a musical instrument, consider helping a younger musician practice.
- \*Language lessons- People like to travel. If you speak Spanish, German, or another language, offer to teach language lessons to people who might be going on a trip. Start with visiting travel agencies and tell them about your business.
- \* Organization- Helping the homeowner organize storage spaces like garage, yards, and basements.
- \*Parent helper- Parent is still around, but you watch the kids so they can get work done.



# My Business Plan





**What is your big idea? Is it a product or a service? What will you do?**

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**What makes your idea unique? Why will people buy it? Why do they need it?**

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**What do you think will help make your business succeed? What are your strengths?**

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**Who do you think you will need to help you succeed? (Ask an adult or loved one.)**

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## MARKETING

Who will be your customers? (Are they adults? Kids? Families? Where do they live? What do they like and dislike? Describe your target customer with as much detail as you know.)

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If you have a service, do you solve a problem for your customers? What benefits do you offer your customers?

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Where will you sell your product or service?

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How will you get the word out about your business? (Will you email your friends? Put up signs? Put ads in grocery stores, schools, or church bulletins? Ask your loved ones first!)

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## MARKETING

# My Business Plan

### Multi-Media – Make a Computer Tri-fold Brochure

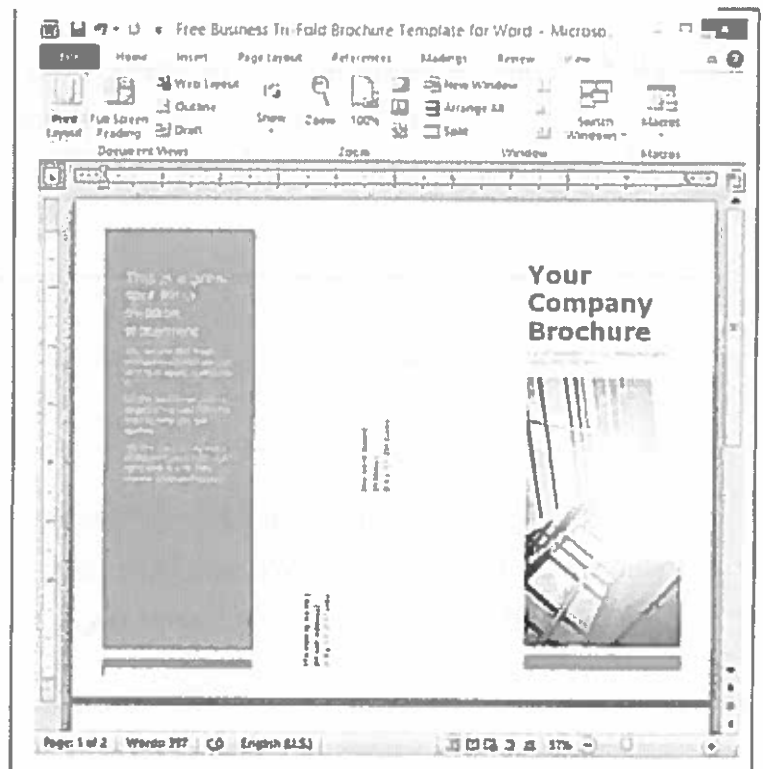
To promote and market your business, make simple tri-fold brochures to hand out to friends, family, and neighbors. There are free templates you can choose from then add your business information and download pictures or graphics.

Your brochure should be professional, well done, and say exactly what your product is or what your service is that you offer.

\*\*\* Make sure your parent reviews your “finished product” for you to reread it for you before you print them for distribution. You want to make sure that it makes sense to at least another reader and that all the words are spelled correctly.

\*\*\* Please talk to your parent about using contact information. Perhaps you are just promoting your business by saying, “Find me at the Farmer’s market every Saturday”.

\*\*\* Your parent might not want you to put any contact information on your brochure for safety purposes.





Have you done your PRIMARY market research? How are you going to conduct your research? Look back at page 32 for some ideas. (Have you surveyed possible customers to see if your product or service is wanted or needed?)

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Talk to people who might be customers or clients. Ask what their needs are and see if your idea is a good one. Perhaps in speaking with these people, you might find, develop, and discover an additional idea.

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Who is your competition? Do they compete with you where your customers are located? Do they sell what you sell? Do they have the same services you offer? What is their price? (Research the Internet, Angie's list)

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## NAMING YOUR BUSINESS

What is the name of your business?

- What does this name say about your business?
- Does the name explain your product or service? ( Paul's Lawn Service)
- Is it too unique? (Sunshine Sparkles)
- Is it memorable?
- Is it easy to pronounce?

What's In  
A Name?

What is your product or service?

Ask friends and family what they think about the name and if they think it will be a good name for what you want to convey about your special business.

Look into your research or other businesses in the area and compare their names to your ideas. List your ideas here.

_____	_____
_____	_____
_____	_____

I have done my research and asked my friends and family. This is the name of my business \_\_\_\_\_



## FINANCES



- **Start up cost.** WHAT??? How much will it cost to start your business? What will you need to buy before you can get started? Materials? Equipment? How much will those things cost? The amount of money you need to start your business is called the “startup cost.”

Where are you getting your startup money? Are you taking money out of your saving account? Getting a loan from family members?

- HOW ARE YOU GOING TO FINANCE YOUR BUSINESS?

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- Keep track of all the money spent and all the money you earn!

You will need a chart or spreadsheet of these items:

- \*Expenses, (each item you spend money on itemized)
- \*Income- Money you earn
- \* Money you have to pay back to your lenders.
- \* What is the cost of making each product or providing each hour of service?
- \* You must document every exchange of money.





## My Business Plan

This is an example of what a spreadsheet looks like. See the example of one expense and one income. Maintain a weekly spreadsheet to keep up to date financial records.

"Pretty in Beads Shop "			For the week of April 10	
Date	Income	Expenses	Profit	Loss
April 10	\$12.50	\$4.50	\$8.00	\$4.50
April 11		\$7.00		\$7.00
April 12	\$10.00		\$10.00	
Total	\$22.50	\$11.50	\$18.00	\$11.50



## FINANCES



### Supplies needed:

- If you sell products: You need to spend money to make money. If you are selling a product, you need to buy supplies to make a quality product so your customers will want to purchase your product(s).
- If you provide a service: Depending on the service, you might need to spend money to purchase supplies or tools so you can do your job better and more efficiently. Do not rely on your customer to have what you need to do the job they hired you to do! (Unless that is part of the deal made up front.)
- Shop at garage sales and other thrift stores for items you might be able to use for your supplies or upsale to sell.



GREAT!!

Now that you have decided; what services or product you are offering and where, researched your customers, the name of your business, how you are going to finance your business, and how you are going to market your business, good for you!



HOWEVER, you are  
NOT open for  
business YET!!!





IMPORTANT  
DETAILS!



Products or Services

- Describe in depth your products or service. Exactly!

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- What are some problems you might have when starting or running your business? Think---be honest.

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IMPORTANT  
DETAILS!

My  
Business  
Plan

Contracts



## IMPORTANT DETAILS!



### Get The Word Out!

- How and where are going to market your products or services? Exactly!

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- Who is going to help you along the way? Do not forget to include the adults in your life with the decisions about your business and asking them for support. Will you have employees? How much will you pay them? Write your plans here.

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IMPORTANT  
DETAILS!

My  
Business  
Plan



- This last detail might be the most important detail YET!!

**PLEASE** ask for an "appointment" with your parent. Say you have something VERY IMPORTANT to discuss with them.

- Take this Business Plan to your parent.
- Talk to your parent about the plan and discuss your ideas.
- Be prepared to support your ideas with your business plan!
- Talk about what you discussed in class about owning a business.
- Review all the data you have collected or plan to collect.
- Welcome suggestions and comments! Ask for their ideas for making your business better. (Write them down on the next page.)
- Ask for permission to begin.



IDEAS  
FOR MAKING  
MY BUSINESS  
BETTER





IDEAS  
FOR MAKING  
MY BUSINESS  
BETTER





## Chapter 6-Michigan Standards Connection

### Michigan State Standards College and Career Readiness Anchor State Standards for Middle School Grades 6-8

#### Social Studies Social Studies State Standards Grades 6-8

Economic concepts affect many parts of a person's life including where and how they live, their jobs and deciding how they spend, save, and use their money. It effects how the goods and services that people use and need every day are provided for them. The economy in the United States is a mixed economy with three basic types of systems including: traditional, command, and market economies. Our government regulates some of the economic activities

##### A. Economic Issues

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society

##### a. Changing Society

D1.1.6-8. Explain how a question represents key ideas in the field.

D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**Michigan State Standards College and Career Readiness Anchor State  
Standards for Middle School Grades 6-8**

**B. Historian's Apprentice: Make Predictions**

**D1.1.6-8.** Explain how a question represents key ideas in the field.

**D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

**D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.

**D2.His.2.6-8.** Classify series of historical events and developments as examples of change and/or continuity.

**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**D2.His.4.6-8.** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

**D2.His.13.6-8.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

**D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.

**D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.

**D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use

**D4.2.6-8.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).



**Michigan State Standards College and Career Readiness Anchor State  
Standards for Middle School Grades 6-8**

**C. Economics**

**E1. 6 THE MARKET ECONOMY:** Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

**E1.1. 6 Individual, Business, and Government Choices** Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.

**E1.1.1 6** Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement)

**E2.6 THE NATIONAL ECONOMY** Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

**E3.1 Economic Interdependence:** Describe patterns and networks of economic interdependence, including trade.

**E3.1.1. 6** Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

**E3.1.2. 6** Use the circular flow of economic activity to diagram or map the flow of materials, labor, and capital into manufactured consumer goods sold in the marketplace.

**E3.1.3.6** Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

**E3.3 Economic Systems** describe how societies organize to allocate resources to produce and distribute goods and services.

**E3.3.1** Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?

## **Michigan State Standards College and Career Readiness Anchor State Standards for Middle School Grades 6-8**

### **II. College and Career Readiness Anchor State Standards for Reading Grades 6-8**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text. **Integration of Knowledge and Ideas**
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity**
10. Read and comprehend complex literary and informational texts independently and proficiently

**Informational Text: Literary Nonfiction:** Includes the subgenres of exposition, argument and functional text in the form of ...biographies.

## **Michigan State Standards College and Career Readiness Anchor State Standards for Middle School Grades 6-8**

### **I. College and Career Readiness Anchor State Standards for Writing Grades 6-8**

#### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**II. College and Career Readiness Anchor State Standards for Speaking and  
Listening Grades 6-8**

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Michigan State Standards College and Career Readiness Anchor State  
Standards for Middle School Grades 6-8**

**V. MICHIGAN CAREER AND EMPLOYABILITY SKILLS  
STANDARDS**

**APPLIED ACADEMIC SKILLS**

1. All students will apply basic communication skills (e.g., reading, writing, speaking, and listening), apply scientific and social studies concepts, perform mathematical processes, and apply technology in work-related situations.

**CAREER PLANNING**

2. All students will acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment, and work-based experiences to identify and to pursue their career goals.

**DEVELOPING AND PRESENTING INFORMATION**

3. All students will demonstrate the ability to combine ideas or information in new ways, make connections between seemingly unrelated ideas, and organize and present information in formats such as symbols, pictures, schematics, charts, and graphs.

**PROBLEM SOLVING**

4. All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

**PERSONAL MANAGEMENT**

5. All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

**ORGANIZATIONAL SKILLS**

6. All students will identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

**TEAMWORK**

7. All students will work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, will contribute to a group process with ideas, suggestions, and efforts.

**Michigan State Standards College and Career Readiness Anchor State  
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8. All students will communicate ideas to support a position and negotiate to resolve divergent interests.

**UNDERSTANDING SYSTEMS**

9. All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain f a variety of technologies.

**USING EMPLOYABILITY SKILLS**

10. All students will integrate employability skills into behaviors, which prepare one for obtaining, maintaining, advancing, and changing employment.



## Pre –Post Student Survey

1. I have a good attitude toward school.
2. I know what an entrepreneur is and what they do.
3. I know what goals are and have recently practiced setting goals.
4. I have read and learned about a famous Michigan Entrepreneur.
5. I know what Free Enterprise and how I can become part of this system.
6. I know some practices of effective business owners for meeting customers and clients.
7. I want to have better grades in school.
8. I am motivated to learn with project-based learning.
9. I would like to be an entrepreneur.
10. I know what a business plan is and how why it is important to have one.

Strongly Disagree	Somewhat Agree	Agree	Strongly Agree

